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ABSTRACT

This document was designed to serve as a guide for coordinators of cooperative vocational education programs in the University of Hawaii community colleges. Areas covered include: (1) the purpose, definition, criteria for, and advantages of cooperative vocational education; (2) the role of the coordinator as it relates to legal responsibilities and the selection of training stations; (3) placement of students; (4) training agreements; (5) coordination visits to students' places of cooperative employment; (6) related instruction and alternative scheduling; (7) evaluation of student progress in cooperative jobs and related instruction; (8) use of advisory committees and the purposes of public relations; and (9) program evaluation. Appended are a summary of federal and state labor laws, a list of regional offices of the State of Hawaii Department of Labor and Industrial Relations, sample training agreements and training plans, an outline for related instruction, sample evaluation forms, a model certificate of employer appreciation, sample graduate follow-up forms, and other related forms. (JDS)

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UNIVERSITY OF HAWAII

COMMUNITY COLLEGES

A GUIDE FOR COORDINATORS

OF

COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

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OFFICE OF THE CHANCELLOR FOR COMMUNITY COLLEGES

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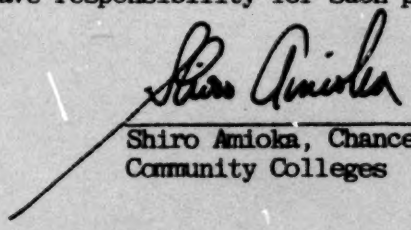
FOREWORD

One way a community college serves the community is through its cooperative vocational education programs by providing offerings which are directly relevant to community requirements and by supplying personnel needed by employers in the area served by the college. Not only does the college serve the community through such programs, but employers of the community also serve the college.

A cooperative approach broadens the scope of learning experiences for students by involving qualified persons who participate not only in the employment and supervision, but also, in the finest sense, the teaching of students.

The material in this publication, A Guide for Coordinators of Cooperative Vocational Education Programs, should be helpful to coordinators who have responsibility for such programs.



Shiro Amioka, Chancellor for
Community Colleges

PURPOSE

This document was designed to serve as a guide for coordinators of cooperative vocational education programs in the University of Hawaii Community Colleges.

Some of the material in this guide are new and original, while other parts of it were adapted from materials produced in other states for cooperative vocational education.

Hopefully, this guide will further strengthen cooperative vocational education in the University of Hawaii Community Colleges and serve as a foundation for articulation of cooperative programs among educational institutions in the State of Hawaii.

ACKNOWLEDGMENTS

Following the preparation of two drafts of this document by Barbara White and Carolyn Tani, a state-wide advisory committee composed of community college vocational education coordinators met in July and August, 1976 to review the material and contribute to its contents. The final document was prepared by the Office of the Chancellor for Community Colleges. Individuals participating in the preparation of this document are listed below:

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CHAPTER I

COOPERATIVE VOCATIONAL EDUCATION

Purpose

Cooperative vocational education programs are designed as a capstone experience for a curriculum in which students are preparing themselves for initial employment and advancement in their chosen occupation. Such programs combine related instruction with a series of on-the-job experiences. However, these two experiences must be planned and supervised by the college and the employer to insure that each phase contributes to the students' education and to their employability.

Cooperative vocational education programs are generally open to all students interested in vocational on-the-job experiences. However, federal regulations require that cooperative vocational education students must be enrolled in one or more vocational courses directly related to the students' on-the-job experiences.

Training periods and college attendance may be on alternate semesters, half-days, full days, weeks, or other periods of time in fulfilling the requirements of a cooperative vocational education program.

Definition

Public Law 90-576, Section 175, Vocational Education Amendments of 1968 defines cooperative vocational education as:

> *...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability...*

Cooperative vocational education is further defined in the Federal Register, Volume 39, Number 143, Vocational Education, Section 102.96, as a program:

> *...to prepare young people for employment, through (a) providing meaningful work experiences combined with formal education enabling students to acquire knowledge, skills and appropriate attitudes,*

(b) removing the artificial barriers which separate work and education, and (c) involving educators with employers, creating interaction whereby the needs and problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations...

Criteria

Meaningful cooperative vocational education results only when it encompasses a systematic plan whereby students, while still in college, gain realistic employment through part-time work performed under the following conditions:

1. The college adopts a specific plan of operation based on written outline that shows the respective roles of the college, the student, and the employer.

2. The college assigns qualified personnel to direct the program and to coordinate student jobs with college learnings.

3. The college makes certain that work done by students is of a useful, worthwhile nature, and that federal, state, and local laws and regulations are followed.

4. The college insures that the on-the-job learning experiences are consistent with the students' occupational objectives.

5. The college, with the help of the employer, evaluates work done by students, and awards credit for work successfully accomplished.

Advantages of Cooperative Vocational Education

The program is of value to students, the college, the employer, and the community. It serves the occupational needs of the community and introduces students to the realities of various employment situations. Below are some of the advantages of the program:

Advantages to Students

1. Furnishes an opportunity to develop and refine occupational competencies necessary to secure employment and advance in a chosen occupation.

2. Enables classroom learning experiences to become more relevant. Employment experiences serve as motivating factors by giving meaning and purpose to the theoretical and practice assignments presented as part of the related classroom instruction.

3. Provides an opportunity to broaden understanding and appreciation of the world of work.

4. Helps assess aptitudes and interest in order to determine future educational and occupational needs.

5. Offers an opportunity to acquire specialized occupational competencies for an area in which training may not currently be available.

6. Develops work habits and attitudes necessary for individual maturity and job competencies.

7. Provides financial rewards while learning employment skills and understanding.

Advantages to the College

1. Allows utilization of community resources to expand the curriculum and provide more individualized instruction.

2. Enriches the curriculum by providing occupational experiences needed in the effective preparation for specific occupational goals.

3. Gives a means of evaluating the efficiency and effectiveness of the vocational curriculum.

4. Increases retention rate of the college by helping students clarify career goals and providing a practical means of reaching them.

5. Provides an opportunity for college personnel to keep informed of constantly changing procedures and practices.

6. Increases the availability of learning facilities without major expenditures for shop and laboratory equipment.

Advantages to the Employer

1. Reduces training costs by facilitating student transition from college life to the world of work.

2. Enables participation in the vocational education programs of the college.

3. Provides a source of potential employees with on-the-job experiences consistent with current practices.

4. Provides an opportunity to render an important public service.

Advantages to the Community

1. Provides an effective means of preparing students for productive citizenship in the community.

2. Provides a means for developing good community-college relations by utilizing human and physical resources in the community.

3. Displays local employment opportunities to students.

CHAPTER II

ROLE OF THE COORDINATOR

Coordination is the major responsibility of the coordinator in the operation of a cooperative vocational education program. Cooperative vocational education can succeed only when students' activities, both in college and at work, are coordinated to assure maximum learning.

In any description of the activities involved in the coordination of cooperative vocational education program, confusion often results from the interchangeable uses of the terms "coordination" and "supervision." The word "supervision" may apply to the general supervision and administration of all activities of the program, including both the academic and the work activities of all students enrolled in such a program. It may also apply, however, to the type of supervision that is involved in the on-the-job training. To eliminate confusion, the term "coordinator" is used to designate the instructor who has the overall responsibility for the administration and coordination of the cooperative vocational program and to whom the students in such a program is at all times responsible.

The coordinator of the cooperative vocational program has a wide variety of duties such as: (1) selecting training stations and placing students, (2) preparing training agreements and training plans, (3) conducting coordination visits, (4) providing related instruction and evaluating students, (5) working with advisory committees, (6) establishing and maintaining good public relations, and (7) conducting program evaluations. Specific information on these duties is found in the following sections.

LEGAL RESPONSIBILITIES

Cooperative vocational education programs must be operated in compliance with federal, state, and local laws and regulations. Both the letter and the spirit of existing laws and regulations must be followed. Coordinators or other individuals responsible for the operation of cooperative vocational education programs must understand thoroughly all laws and regulations that pertain to cooperative vocational education and to the employment of students.

Coordinators should know the source of information on legal matters and should maintain a complete file of publications that include these laws and their interpretations.

In addition to possessing complete and current information on legal matters, the coordinator should assume the responsibility of passing along such information to employers. Thus, the coordinator makes certain that employers have the information needed for understanding their legal obligations toward their employees.

Federal and state laws pertinent to cooperative vocational education are complex in nature. They govern age requirements, work permits and permits to employ, minimum wage laws, regulations governing hours of work, working conditions, and social security. Listed in Appendix A is a brief summary of the laws, rules and regulations governing employment. The Department of Labor and Industrial Relations of the State of Hawaii publishes a number of documents which further explain the laws and regulations. Copies of these documents may be obtained by contacting the nearest regional office of the Department of Labor and Industrial Relations of the State of Hawaii.

Coordinators should maintain contact with regional respresentatives of the Department of Labor and Industrial Relations. A list of regional offices is found in Appendix B.

SELECTION OF TRAINING STATIONS

The most important factor to consider in choosing a training station is the developmental experiences afforded the students. A good training station provides students with supervision and opportunities to translate related instruction into practical use.

The approval and selection of a training station should be by mutual understanding and agreement among the employer, the coordinator, and students.

A. A Guide for Selecting Training Stations

If the specified purposes of a cooperative vocational education program are to be accomplished successfully, and students are to obtain the maximum benefits from the program, training stations must conform to the following standards:

1. Federal requirements

   The Federal Register, Volume 39, Number 143, Vocational Education, Section 102.98 identifies the following on-the-job training standards:

   The program provides on-the-job training that (1) is related to existing career opportunities susceptible of promotion and advancement, (2) does not displace other workers who perform and work, (3) employs and compensates students in conformity with Federal, State, and local laws and regulations and in a manner not resulting in exploitation of the student for private gains...

2. Training station standards

   a. The employer knows the intent and purpose of the cooperative vocational education program.

   b. The training station offers a reasonable probability of continuous employment for students during the training period for which they are enrolled.

   c. The employer has adequate and up-to-date equipment, materials, and other facilities to provide appropriate learning experiences.

d. Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the students.

e. The employer provides adequate supervision to insure a planned program of job activities in order that students may receive maximum educational benefits. (The training supervisor must be one who will work closely with the student at all times. Selection of the individual or individuals who will conduct the actual on-the-job training and supervise students at work is critical to the quality of the learning experience.)

3. Other considerations

The following factors may also be considered by coordinators when training stations are selected:

a. Will the job provide training in all appropriate phases of the occupation rather than in routine activities only?

b. Are the tasks to be performed on-the-job within the range of the student's ability but at the same time difficult enough to provide a challenge?

c. Will the job provide a sufficient number of hours of profitable training?

d. Do the job experiences contribute to students' career objectives? (The overall objective of cooperative education is to prepare students for full-time gainful employment in chosen occupations. Therefore, the occupational experiences must be directly related to students' career objectives.)

e. Does the employer pay at least minimum wages?

f. What is the reputation of the employer within the community?

g. Does the training station do a reasonable volume of business?

h. Does the training station evidence reasonable employer-employee stability?

i. Does the training station offer opportunities for advancement?

j. Do local union regulations and practices affect cooperative vocational education students?

k. Is the training station a reasonable distance from the students' homes or colleges?

B. Locating Training Stations

There are various ways of securing training stations in and around the community. Some of the ways or methods are given below:

1. The coordinator may develop a list of prospective employers from the following sources:
   a. Local community directory
   b. Telephone yellow pages
   c. Chamber of Commerce
   d. Business organizations
   e. Industrial organizations
   f. Social business organizations
   g. Community survey
   h. College job placement officer
2. Employers may notify the coordinator or the college about being interested in having students work in their business.
3. Students may secure their own jobs upon the approval of the coordinator and the employer.
4. Advisory committee members may notify the coordinator of firms interested or good locations for a training station.
5. State employment agency may notify or be of help in suggesting places to contact for a training station.

PLACEMENT OF STUDENTS

Among the most important factors in the success of a cooperative vocational education program is the placement of students in jobs appropriate to their needs and interests. Proper placement can determine whether the student will progress toward a permanent commitment to a career. It can also determine whether the employer will find the cooperative program meaningful and continue to support it. With the proper matching of students and training stations, the purposes of cooperative vocational education can be accomplished successfully. Misplacement of students in jobs for which they are unsuited or which are beyond or below their level of ability may nullify many of the educational benefits that are obtained from a cooperative vocational education program.

Most students can profit from cooperative vocational education. However, the following identifies some specific groups of students who may derive particular benefit from the program:

1. Students who are uncertain of their occupational goals and wish to explore several occupations.

2. Students who are enrolled in vocational programs with the intention of terminating their formal education at the end of the prescribed course of study.

3. Students who need experience in their chosen vocations.

4. Students who wish to verify the appropriateness of their occupational choices by actual experiences within their chosen vocations.

5. Students who have a need for financial assistance to remain in school or to assist their families.

6. Students who can profit by extending their learning experiences beyond the facilities of the college.

7. Students who have had no previous experience in paid jobs.

8. Students who have made occupational choices for which the college is unable to provide training.

9. Students in special education classes who cannot profit from ordinary and routine classroom instruction.

The placement of students on jobs requires that the coordinator maintains strict interpretation of the occupation while making the placement to insure that the instruction of students both in college and on-the-job contributes directly to their career objectives.

The coordinator should inform the potential training station personnel ahead of time as to the students being sent and their qualifications. However, the final selection of students as employees should be made by the participating training station personnel, not by the coordinator. However, the coordinator must decide whether more than one student is to be sent for an interview with each employer and for each training station available and which student or students are to be sent. Each case will require a separate decision.

A. Possible Methods of Placement

1. Send at least two (three, if possible) students for each training station position. The decision then will be between the student and the employer. Both have the right to accept or reject.

2. Select one student and others successively if the first one is not hired. In this case, the coordinator is almost choosing a particular student for a specific training station, even though the employer has the option of not selecting the student who comes for the interview.

3. Allow all interested students to apply to a training station. This method allows for the most natural competitive employment situation and leaves the final choice with the employer. However, potential employers may lose interest in the program when expensive time is spent on excessive interviews.

4. Allow students to find their own jobs. This is the weakest method because students' needs and abilities are not matched with the training opportunities offered by the training station.

B. Suggestions if Student's Job is Terminated

The coordinator should make every effort to place students only on jobs that will be continuous throughout the semester. If for unforeseen reasons, however, the jobs at which students are employed should be terminated during the semester, a problem may arise. Several solutions to this situation include:

1. Find another job for students as soon as possible.

2. Assign additional related projects, either as part of the students' related instruction or as a special assignment. This solution will allow students to earn credit for the course.

3. Suggest that students formally withdraw from the course. It may be possible for students to register for another course if the job loss occurs before the close of the college registration period.

No serious problem arises in cases in which students have already worked a sufficient number of hours to have earned credit for the course or in which students already have earned more credits than are needed for graduation.

TRAINING AGREEMENTS AND TRAINING PLANS

A. Training Agreements

The coordinator must make a continuous effort to maintain a training emphasis in cooperative vocational education programs. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved--the employer, the college, and the students.

Specific reference to the need for a training agreement is made in Section 102.98 of the Federal Register, Volume 29, Number 143, Vocational Education which reads:

> *...on-the-job training...is conducted in accordance with written training agreements between local educational agencies and employers...*

However, before a training agreement is drawn up, the coordinator must insure that the prospective employer understands and is willing to accept the following responsibilities:

1. Supervise students on-the-job. The immediate supervision of students' work on-the-job will need to be provided by the employer or by the employee assigned to serve as supervisor of student workers.

2. Provide necessary training for the job. The employer will need to provide students with the necessary training required for the job, and the amount and nature of the training will need to be varied with each individual student and with each job situation.

3. Provide a variety of job tasks. The employer will need to provide students with opportunities to learn a variety of tasks which are related to the occupation.

4. Evaluate students' work performance. The employer and the coordinator will need to cooperatively evaluate students' work performance on-the-job.

5. Consult with coordinator on all matters concerning students' supervision and training. The employer will need to keep the coordinator informed on all matters relating to students' supervision and training including conduct on-the-job, and progress in learning the job. In addition, the employer will need to contact the coordinator immediately when major problems concerning students arise on-the-job.

6. Comply with legal obligations. The employer will need to comply with all federal, state and county laws and regulations relating to student workers.

The training agreement should be prepared as soon as the coordinator is assured that the prospective employer understands the purposes and responsibilities of on-the-job training. A training agreement may include, among other things, the following:

1. Statement of program purposes.
2. Career goals of the student.
3. Duration of the training period.
4. Beginning wages and possible conditions for increases in wages.
5. Employer responsibilities.
6. College and coordinator responsibilities.
7. Student responsibilities.
8. Signature of student, employer, and coordinator.

The training agreement should be signed by the employer, student and coordinator, and a copy given to each, at the time the student is placed on-the-job. (Examples of training agreements are shown in Appendix C.)

B. Training plans

Training plans outline a definite plan of progressive experience and learning activities based on the students' current career objectives. They serve as schedules or step-by-step plans for training to be used by (1) the employer, to aid in planning on-the-job instruction, (2) the coordinator, to aid in the planning of related instruction to correlate with the on-the-job instruction, and (3) students to project their career objectives both in college and on-the-job.

Training plans usually provide a way to indicate whether training is to take place on-the-job, in college, or in both places. They may also contain space for periodic evaluation to determine the student's progress. (Examples of training plans are found in Appendix D.)

Training plans, while primarily the responsiblity of the coordinator, should be prepared cooperatively by the employer, the coordinator, and the student. The plan should be made out after the student has been placed in the training position.

C. Values of Training Plans

1. Training plans correlate related learning with on-the-job instruction. A major objective of training plans is to organize instruction into a step-by-step sequence which assists students in achieving their occupational goals and provides direction for training sponsors.
2. Training plans establish criteria for training station selection. When training plans are made or adapted for each student and each training station, on-the-job instruction requirements can be analyzed and planned. Through this process the student and training station can be matched to meet the needs and requirements of the employer as well as the student.
3. Training plans help the coordinator keep up to date. As the coordinator directs the development of the training plans, there is a chance to update and review one's occupational knowledge concerning the areas of training and to keep up with many of the experiences which should be included in the student's training program.
4. Training plans serve as a guide for instruction of the student. The training plans give the coordinator a guide from which to determine what the students can do and what their performance should be in order to reach their occupational goals both in college and on the job.
5. Training plans serve as guides for program evaluation. During the college year the coordinator should periodically evaluate each student and training station to assure that the objectives of the program and the students are being

met. The training assignments and related assignments in a training plan can be used for an overall evaluation of a student's program.

6. Training plans provide and assure employers responsibility in planning the training experiences. When employers help develop training plans, they realize their functions in the learning process and assume more responsibility for implementing on-the-job activities.
7. Training plans help employers to realize that cooperative education is a planned training program. When training plans are cooperatively written, employers have an input and hopefully, realize that cooperative vocational education is an organized program leading to students' occupational goals and adjusted to the employers' patterns and skill requirements.
8. Training plans help identify the goals of students. A training plan should reflect the goals of the student and should be written for each individual student. When training plans are being prepared, students should have a chance to express desires and interests as they relate to training, training stations, and career objectives.
9. Training plans provide a tool for students to evaluate progress. Students can compare their progress with the experiences outlined in the training plans in order to see how well they are progressing toward the successful fulfillment of their original occupational goals.

COORDINATION VISITS

Coordination visits to students' places of employment are essential to the success of the cooperative vocational education program. Coordination visits must be meaningful, planned, and for a definite purpose(s).

A. Purpose

The general purpose of coordination visits is to evaluate students by observing them on-the-job, and to confer with employers and immediate supervisors to determine students' progress. Specific purposes of each of these activities are for:

1. Observation of students
   a. Observe what the students' current jobs are.
   b. Explore the possiblities of additional training on the particular phase of the job students are doing.
   c. Obtain information for related instruction.
   d. Assess the possible need for rotation of students on-the-job.
2. Discussion with employer
   a. Check on the progress of students and follow up on the findings.
   b. See how the training plans are being utilized and how they should be modified or expanded to meet student and employer needs.
   c. Facilitate relating classroom instruction to job training.
   d. Strengthen the coordinator's relationship with employers.
3. Discussion with immediate supervisors
   a. Determine the progress of students.
   b. Evaluate how well supervisors are supervising students.
   c. Offer guidance to supervisors on how best to instruct the students.
   d. Develop good will between the coordinator and supervisors.

B. Frequency of Coordination Visits

The frequency of coordination visits is often dictated by the number of students enrolled in the program, the number of students placed in various training stations, the employers' familiarity with the program, and students' satisfactory progress on-the-job.

C. Conferences Held During Coordination Visits

The coordinator should hold individual conferences with the employer and the immediate supervisor to discuss the student's progress on-the-job. Occasionally, the coordinator should hold joint conferences with the student, employer and immediate supervisor to help bring out problems or misunderstandings which may be impeding the student's training. The joint conference also assures the student that the coordinator, employer and supervisor are interested in the student's progress.

D. Record of Coordination Visits

The coordinator should maintain a record of each visit including the name of each student, the date of the visit, observations made, objectives accomplished, and other pertinent information that can be used at a later date, for student counseling and evaluation purposes.

RELATED INSTRUCTION AND ALTERNATIVE SCHEDULING

Related instruction in cooperative vocational education programs facilitates the development of capabilities students need to enter, adjust, and advance in satisfying careers. If students are to obtain educational benefits from cooperative vocational education their on-the-job experiences should be supplemented by and correlated with formal instruction in college on a regularly scheduled basis, or by equivalent instruction scheduled at intervals throughout the semester, or by other types of related activities. Such related instruction is part of the cooperative vocational education program and it usually takes place during the semester in which students are enrolled in the program and are working on-the-job.

Classes in which related instruction for cooperative vocational education students is offered are of two general types: (1) classes in which students receive instruction concerning the meaning of work and discuss problems of general nature related to their employment; or (2) classes that provide students with specific skills related to their jobs. Other types of activities closely related to cooperative vocational education may supplement on-the-job experience; these activities include written research projects and surveys on subjects such as selling techniques, public relations, and promotion.

Related instruction may include a variety of subjects such as, employer-employee relations, techniques of applying for a job, development of good work habits, personal appearance and grooming, development of responsibilities, occupational information, the value and use of money, the value of education, personal business, laws and regulations affecting the workers, social security, income tax, banking, insurance, housing, community service, and the like. (An example of a course outline is found in Appendix E.)

A. Federal requirements

A careful review should be made of the federal laws governing cooperative vocational education, the needs of the students and employers concerned, before the content of related instruction is determined.

B. Alternatives in Scheduling

Alternatives in scheduling include alternating, parallel, extended day, and summer session. A brief description follows:

1. Alternating. Traditional cooperative vocational education programs have made use of the alternating plan of college/work experience. In this type of a program, students usually attend classes for one semester and then work full time on a job for one semester. The advantages of this system include flexibility of job location because the plan allows students to go where assignments are, students are able to study full time while in their college portion of their program, and employers are often able to give students better assignments because they are on-the-job full time.
2. Parallel. The parallel college/work pattern allows students to work in the afternoon and attend classes in the morning or vice versa. Another variation allows students to attend classes on certain days of the week and to work on the remaining days of the week. This schedule allows students to enroll in regularly scheduled courses, the coordinator has more opportunities to interact with students, and students do not have to rotate between job and college each semester.
3. Extended Day. Students holding "full-time" jobs find this plan very helpful since they are employed on a full-time basis during the day and may continue with their education by attending classes during the evening. This plan has many of the same advantages of both the alternating and parallel plans.
4. Summer Session. The summer session may incorporate the alternating, parallel, and extended day plans.

STUDENT EVALUATIONS

One of the coordinator's major responsibilities is the evaluation of students' progress both on-the-job and in related instruction. Student evaluations provide the coordinator with the opportunity to observe facets of students' performance that should be corrected or improved.

Evaluations should be made on a regular, systematic basis in cooperation with the students' employers. The coordinator may find that employers will make a more thorough evaluation of students' work if rating sheets are provided. The rating sheet not only indicates to the employer the points that should be evaluated, but also makes it possible for the employer to take more time to make the evaluation. It is the coordinator's responsibility to explain the use of the rating sheet, and to explain that students' skills should be rated in relation to those of other students and not those of more experienced workers. The students' performance should be rated by persons supervising students on-the-job. Examples of rating sheets are found with other evaluation forms in Appendix F.

Those evaluating students' performance in a cooperative vocational education program should obtain information concerning the following:

1. Dependability
2. Cooperation
3. Personal appearance
4. Judgement
5. Self-confidence
6. Initiative
7. Speed
8. Accuracy
9. Ability to learn
10. Ability to get along with others

ADVISORY COMMITTEES

The very nature of cooperative vocational education would suggest the importance of maintaining a mechanism for continuous dialogue between the college and the employers. An advisory committee is one way to channel business, labor, and industrial expertise into the educational process. Although the committee has no administrative or policy-forming powers, it does serve as an effective tool for improvements in the educational process.

Advantages of having an advisory committee include:

1. Provide a link between the college and the community.
2. Provide the college with the opportunity to explain the objectives of the program.
3. Provide an opportunity to study the real training needs of the community.
4. Assist in keeping cooperative vocational education programs up to date.
5. Provide experience and expertise in those areas vital to vocational programs preparing students for the world of work.
6. Create mutual respect and confidence between coordinators and community leaders.
7. Provide assistance in locating instructional materials.
8. Provide assistance in the selection and location of training stations.
9. Advise coordinators in curriculum development and improvement.
10. Provide one source of input for program evaluation and review.

The coordinator may want to recognize the advisory committee's contributions to the program by awarding each member a "Certificate of Appreciation." (An example is found in Appendix G.)

PUBLIC RELATIONS

Good public relations in cooperative vocational education is more than acquiring the good will of the public toward the program. The purposes, objectives, policies, procedures, and other information about cooperative vocational education should be communicated to a variety of specific audiences through various media.

A program of planned publicity and public information is essential to establishing and maintaining a cooperative vocational education program. In order to be effective, the publicity and information must take into account the concerns of the audiences to be reached, the media, and methods which will convey the message to them.

Specific audiences may be reached by using a variety of media such as:

1. Local and college newspaper articles on student activities, program information, and success stories of students. (Coordinators needing assistance for press release or public relations may contact: The Public Relations Associate for Community Colleges, Hawaii Hall, Room 5-A, University of Hawaii, 2500 Campus Road, Honolulu, Hawaii 96822.)

2. Flyers, brochures, and letters directed to parents, students, employers, and other members of the community.

3. Student presentations before student groups, service clubs, faculty meetings, and employer and employee groups.

4. Coordinator presentations before similar groups.

5. Career clinics for students conducted by cooperative vocational students and participating employers.

6. Employer visits to the college and faculty field trips to business and industry locations.

7. Displays and exhibits of students' work and activities, in the college and in the community, and at fairs and conventions.

8. Coordinator's personal contacts with individuals who have interests and concerns related to the program.

9. Radio and television appearances by cooperative vocational education students, employers, and coordinators.

10. Symposiums, seminars, and short training sessions for people in business, labor, and industry, conducted by the coordinator.

11. One of the most effective public relations functions for any cooperative vocational education program is an appreciation luncheon, luau, or coffee hour for employers and advisory committees. "A Certificate of Appreciation" may be awarded at this time to those who gave their time and effort to the cooperative vocational education program. (An example of a "Certificate of Appreciation" is found in Appendix G.)

CHAPTER III

PROGRAM EVALUATION

Evaluation is the prerequisite to the improvement of cooperative vocational education programs. The evaluation process involves clarifying program objectives to describe specific outcomes, developing and using a variety of techniques for securing data, selecting appropriate ways of summarizing and interpreting data, and utilizing information to improve the program. Only through continuous sytematic evaluation can the effectiveness of programs be determined and sound changes be made.

A. Scope and Involvement

A comprehensive program of evaluation to determine the effectiveness of a cooperative vocational education program should include the comparison of student employment performances with program objectives, including the performance of currently enrolled students and those who have graduated, the checking of the cooperative vocational education program's instructional components (related instruction, on-the-job training, and student activities) to determine their effectiveness in assisting students to attain their occupational goals, and the assessment of the coordinator's ability to conduct coordination activities that ensures program success.

B. Methods of Measurement

The methods of measurement selected by the coordinator must provide the type of data needed to assess the attainment of all stated program objectives. Most coordinators will use several techniques. The most commonly used techniques are self-appraisal scales and follow-up studies.

1. Self-appraisal scales

The purpose of the self-appraisal scale is to enable coordinators to assess their programs in light of optimum conditions and practices with a view toward striving to achieve or approximate the optimum cooperative vocational education program. The

following are broad guidelines to aid the coordinator:

a. Evaluation of the program should be made in terms of the college philosophy and program objectives.

b. Evaluation of a cooperative vocational education program should be sufficiently comprehensive to measure all aspects of the program.

c. Program evaluation should be a group endeavor.

d. A variety of measurement techniques should be used to secure needed data.

e. Self-appraisal should be part of the evaluation program.

f. Evaluation findings and recommendations should be disseminated to all interested persons.

g. Evaluation data should serve as a basis for planning immediate changes and developing long-range plans.

2. Follow-up studies

Perhaps no one person is in a better position to furnish evaluative data than former students who have had to apply their learning experiences under full-time employment conditions. Some of the information a follow-up study can reveal includes:

a. The number of former students who became employed in jobs for which they were trained or in closely related jobs.

b. The degree of difficulty or ease of obtaining employment.

c. The names of employers who might be contacted to serve as sources of possible training stations.

d. Working conditions encountered.

e. Competencies required on-the-job for which instruction had not been given in college.

f. Other specific training and education shown to be needed by future employees.

While the students are enrolled in the program, the coordinator should inform students of follow-up surveys in which they will be asked to participate after they leave college. Students should be made aware of the purposes of follow-up studies and the service they can provide by keeping the college informed of their current addresses and by quickly answering and returning questionnaires. Students should become accustomed to answering and returning questionnaires.

Follow-up questionnaires should be kept as brief as possible. The coordinator should avoid unnecessary items and written replies. When written replies must be requested, adequate space should be provided for answers. (An example of a follow-up questionnaire is found in Appendix H.)

A cover letter signed by the coordinator and/or the provost should accompany the questionnaire to the former student. The letter should be brief, indicating the purpose of the follow-up study, the use to be made of the data, and the importance of hearing from each individual. (An example of a cover letter is found in Appendix H.)

3. Other techniques

The coordinator should not overlook the use of personal interviews to obtain subjective data, for they reveal how students, employers, and others feel about the program. How these groups feel about the program is important to the coordinator because without their support and cooperation, the program will suffer.

GLOSSARY

ADVISORY COMMITTEE	A group of persons, usually outside the field of education, selected because of their knowledge and expertise in certain areas to advise educators regarding vocational programs.
COORDINATION	Involves promotion, placement, observation, conferences, and evaluation. It includes holding conferences to determine student training needs, assisting with the development of training plans, preparing instructional materials related to occupational experience. This is done by a coordinator employed by a college.
COOPERATIVE VOCATIONAL EDUCATION	A plan of vocational education whereby a meaningful work experience is combined with related instruction enabling students to acquire knowledge, skills and appropriate attitudes.
JOB ANALYSIS	A listing in the performance squence of the steps or processes of a job or task together with safety measures, technical information, and procedure concerned with its accomplishments. It usually includes tools, machines, and materials used in completing the job or task.
OCCUPATIONAL CLUSTER	Job family groups of employment in a similar occupational field.
OCCUPATIONAL OBJECTIVE	A specific recognized occupational goal, selected by the student, the attainment of which is the purpose of vocational instruction.
ON-THE-JOB TRAINING	The planned learning experiences that are encountered by cooperative students on a part-time basis.
STUDENT-TRAINEE	A student who is enrolled in a cooperative vocational education program while actively engaging in the training station experience.
TRAINING AGREEMENT	An agreement developed cooperatively by the student, coordinator, and employer indicating the responsibilities of each individual.
TRAINING PLAN	A plan developed cooperatively by the coordinator, employer, and student, indicating what is to be learned by the student and whether it is to be taught in the classroom or on-the-job.
TRAINING STATION	The establishment providing on-the-job learning experiences for the student.

APPENDIX A

SUMMARY OF FEDERAL AND STATE LABOR LAWS

Federal Labor Laws

The Fair Labor Standards Act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards.

The Federal "Wage and Hour Law" applies to workers engaged in interstate or foreign commerce or in the production of goods for such commerce, and to employees in certain enterprises so engaged. A large portion of the students of CVE are in occupations covered by the Act. An employer is expected to know if the Federal Wage and Hour Law applies to his employees, however, the instructor/coordinator, even though he is not legally responsible, should know which occupations and types of enterprises are covered by the law and make certain the law is not violated in the employment of students.

Wages. The minimum wage rate for employment is covered by the Fair Labor Standards Act. The law requires not less than time and one-half for all hours worked in excess of 40 per week, except in the case of agricultural workers. Students, unless exempt, are subject to the minimum wage and equal pay provision.

Special Minimum Wages. Most employers pay cooperative vocational education students not less than statutory minimum for their on-the-job training and have not found it necessary to apply for the special student-learner minimum wage rates. When exceptions are requested, usually they are not approved because

1. The occupation does not require a sufficient degree of skill to necessitate a substantial training period.

2. Another worker is displaced.

3. Wage rates or working standards of experienced workers would be depressed.

4. The occupational needs of the community or industry do not warrant the training of students at less than the statutory minimum.

5. There are serious outstanding violations of the Fair Labor Standards Act.

6. The number of students at certificate rates is more than a small proportion of the establishment's working force.

Age. The following minimum ages are applicable to the employment of young people, unless special permission has been obtained to operate a pilot program.

16 years is generally the minimum age for employment in any occupation other than those nonagricultural occupations declared hazardous by the Secretary of Labor.

18 years is the minimum age for employment in nonagricultural hazardous occupations.

14 and 15-year old minors may be employed in a variety of nonmanufacturing and nonhazardous occupations outside school hours for limited daily and weekly hours, but not between 7 am or after 7 pm (9 pm June 1 through Labor Day).

Hawaii Labor Laws

State of Hawaii Wage and Hour Law
Chapter 387-2

1. Minimum wages--every employer shall pay to each employee employed by him wages at the rate of not less than $2.40 per hour.

Chapter 874-3

2. Maximum hours--no employer shall employ any employee for a workweek longer than forty hours unless the employee receives overtime compensation at a rate not less than one and one-half times the regular rate at which he is employed.

Rule XVII-Sec. 2

3. Application for special student-learner certificates--employment of student-learners at wages lower than the minimum wage shall be requested by the employer to the director of Department of Labor and Industrial Relations. Special minimum wage shall not be less than 75 percent of the minimum wage under the Wage and Hour Law of Hawaii.

State of Hawaii Employment Practices Law - Civil Rights Law

Chapter 378-2

Part I. Discriminatory Practices--It shall be unlawful employment practice to discriminate against any individual because of race, sex, religion, color, ancestry, arrest and court record, physical handicap and marital status which does not have a substantial relationship to the functions and responsibilities of the continued employment.

State of Hawaii Payment of Wages and Other Compensation Law -

Chapter 388-2
Every employer shall pay all wages due his employees at least twice during each calendar month, on regular paydays designated in advance by the employer.

Chapter 388-6
No employer may deduct or retain any part or portion of any compensation earned by any employee except where required by federal or state statute or by court process or when such deductions are authorized in writing by the employee.

Regulation XXXVIII, Sec. 5
Notification: Every employer shall, at the time of each payment of wages, furnish each employee an itemized statement in writing, showing:
- The name of the employer
- The name of the employee
- The inclusive dates of the period for which the employee is paid
- Total gross compensation
- The amount and purpose of each deduction, except that all deductions made on written orders of the employee may be aggregated and shown as one item
- Total net pay; and
- Date of payment.

From the U.S. Department of Labor, Wage and Hour Division:

a. Child-Labor Provisions of the Fair Labor Standards Act (Child-Labor Bulletin No. 101). Bulletin providing information pertinent to employing minors on jobs considered as being interstate commerce.

b. Employment of Student-Learners (Regulations Part 520) Pursuant to Section 14 of the Fair Labor Standards Act of 1938, as Amended. Bulletin providing information relative to student-learner classification whereby, through a written deviation, a student-learner engaged in interstate commerce may be paid less than the legal minimum rate.

c. General Coverage of the Way and Hours Provisions-Fair Labor Standards Act, as Amended. Bulletin interpreting general provisions of the Fair Labor Standards Act.

d. A Guide for Application Forms and Interviews Under the Employment Practices Law, Chapter 378, Hawaii Revised Statutes. Guide to assist all concerned in understanding and applying the law regarding what may or may not be asked in an interview or application form.

e. Information on the Payment of Wages and Other Compensation Law (Chapter 388, Hawaii Revised Statutes). A handy reference guide to the payment of wages and other compesnation law.

f. Handy Reference-Reference Guide to the Fair Labor Standards Act (Federal Wage-Hour Law). Information guide to Wage and Hours Law.

G. State of Hawaii Employment Practices Law: Part I Discriminatory Practices, Part II. Unlawful Suspension and Discharge and Related Regulations.

h. State of Hawaii Payment of Wages and Other Compensation Law and Related Regulations. A reference manual complete with definitions.

i. State of Hawaii Wages and Hour Law and Related Rules and Regulations. Rule XVII deals specifically with the employment of student learners.

j. State of Hawaii Wages and Hours of Employees on Public Works and Rule XVIII. A reference manual.

APPENDIX B

REGIONAL OFFICES OF THE STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

REGIONAL OFFICES OF THE STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Administrator, Enforcement Division
Department of Labor and Industrial Relations
888 Mililani Street, Room 401
Honolulu, Hawaii 96813

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
75 Aupuni Street
Hilo, Hawaii 96720

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
54 Sough High Street
Wailuku, Maui, Hawaii 96793

Labor Law Specialist
Department of Labor and Industrial Relations
State Building
3060 Eiwa Street
Lihue, Kauai, Hawaii 96766

APPENDIX C

TRAINING AGREEMENTS

TRAINING AGREEMENT
Cooperative Vocational Education Program

By this agreement the _____ will permit
(Training agency)

_____ to enter its establishment
(Student)

For the purpose of securing training and knowledge in _____.
(Occupation)

All persons concerned jointly agree to the following conditions:

1. The training will extend from _____ to _____.
(Date) (Date)
five days per week.
2. The student and the training agency will have a probation period of _____ weeks. At the end of this period the trainee, training agency, or coordinator may terminate this agreement.
3. The student will divide his time: in college, _____ hours; laboratory period, _____ hours.
4. The student will be supervised by: in college, _____; laboratory period, _____.
5. The minimum wage must be paid.
6. The college will make provision for the student to receive related and technical instruction in the above occupation.
7. The training during the laboratory period shall be progressive. It shall provide for the student passing from one job to another in order that the student may become proficient in different phases of the occupation.
8. All complaints shall be made to and adjusted by the coordinator.
9. The coordinator shall have the authority to transfer or withdraw the student at any time.
10. The student may work after 4:00 p.m. and/or on Saturdays as he/she arranges with the training agency.
11. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratory period by the ordinary college regulations.

_____ _____
(Employer's signature) (Student's signature)

_____
(Coordinator's signature)

COOPERATIVE VOCATIONAL EDUCATION
VOC-TECH EDUCATION
LEEWARD COMMUNITY COLLEGE

COOPERATIVE VOCATIONAL EDUCATION TRAINING AGREEMENT

This training agreement is to (1) define clearly the conditions and schedule of training whereby student Name:_____ is to receive training in_____ and (2) serve as a guide to the cooperating parties: The_____ _____and Leeward Community College, in providing the student with opportunities to engage in practical work experiences and to receive related instructions.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical experiences, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $_____per_____.
2. A review of the wages paid the student will be made jointly and periodically by the employer and coordinator for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the_____day of_____, 19___, and extending through the_____day of_____, 19___. There will be a probationary period of_____days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued. It may be terminated for just cause by either party.

Approvals:

_____ (STUDENT)

_____ (NAME OF EMPLOYER)

_____ (COORDINATOR)

_____ (NAME OF COMPANY OR AGENCY)

HAWAII COMMUNITY COLLEGE

COOPERATIVE TRAINING PLAN AND AGREEMENT — EMPLOYER AND SCHOOL

inee _____ Date of Birth _____ Age _____ Sex _____

dress _____ Phone _____ S.S. Number _____

ployer _____ Address _____ Phone _____

b Title _____ Wages _____ Hrs. per week _____

inee begins on _____ and terminates on _____

JOB DESCRIPTION & OBJECTIVES

_____

_____

_____

_____

_____

_____

me Responsibilities of Program Participants:

1. Trainee will abide by the regulations and policies of his employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employer of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, or national origin.

GNATURE OF PERSONS APPROVING THIS LEARNER PROGRAM:

udent _____

nployer _____ Date _____

chool Coordinator _____ Date _____

THIS TRAINING PROGRAM SHALL NOT BE INTERRUPTED WITHOUT PRIOR CONSULTATION BETWEEN THE TRAINEE, EMPLOYER, AND COORDINATOR.

APPENDIX D

TRAINING PLANS

INDIVIDUALIZED TRAINING PLAN

Copy: _____

Name Ronnie Wiles Job Title Medical Secretary (Trainee)

Firm Doctors J. D. Beale, Jr. and Max Lassiter Training Sponsor Carolyn Kessler

Student's Career Objective Secretary

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Job Orientation:				
1. Receives explanation of Code of Ethics in medical profession: a. diagnosis b. examinations	X	X		Developed by Ruth S. Blankenship, George Washington High School, Danville, Virginia.
2. Receives information about office system of: a. filing b. billing c. bookkeeping	X			
3. Receives explanation of work schedule and any specific directions on code of dress.	X			
4. Receives information for effective personal relationships--importance of punctuality, dependability, cooperativeness, pleasantness, sincerity, and loyalty.		X		
5. Tours office facilities and meets co-workers.	X			
6. Examines work area and locates supplies.	X			

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
7. Completes work permit forms.	X	X		
8. Completes payroll deduction forms.	X			
ADDITIONS AS TRAINING REQUIRES				
Typewriting and Transcription:				
1. Copies schedule of doctors' on-call work schedule for hospital and answering service.	X			
2. Drafts requests and replies for needed medical information.		X		
3. Transcribes and types letters from a dictaphone.	X	X		
4. Selects and types medical information for Medicaid and group insurance forms from medical records.		X		
5. Orders office supplies.		X		
6. Records data on charts.	X			
7. Completes insurance forms to file claims for payment.	X			

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
8. Cleans and maintains typewriter--includes changing of carbon and fabric ribbons. ADDITIONS AS TRAINING REQUIRES		X		
Recordkeeping:				
1. Keeps financial records:				
a. daily record of collections	X			
b. patient's accounts	X			
c. cashbook		X		
2. Administers petty cash fund.	X			
3. Prepares and sends statements to patients.	X			
4. Writes charge slips to accompany patient's chart to the doctor.	X			
5. Posts the charge from this slip as it accompanies chart back to office.	X			
6. Totals the charge slip and extends the transaction to the patient's permanent charge record.	X			

EXPE[illegible]CES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
7. Reconciles the cash balance daily.	X			
8. Registers Emergency Room and home visitations from slip presented by doctor on call the previous night or weekend.	X			
9. Registers charges on patients in hospital.	X	X		
10. Retrieves past-due accounts from the accounts receivable file monthly.		X		
11. Sends past-due notices.	X			
12. Copies statements of account.	X	X		
13. Folds and inserts statements in envelopes.	X			
14. Dispenses charge cards to collector on accounts which are determined uncollectible.		X		
15. Computes payroll deductions.		X		
16. Writes payroll checks.		X		
17. Reconciles bank statements.		X		
ADDITIONS AS TRAINING REQUIRES				

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
Filing:				
1. Receives explanation of structure and use of files.	X			
2. Obtains names of patient's father to locate previous record on file.	X			
3. Retrieves charts from files on patients with appointments or as registration is accepted	X			
4. Documents a new chart for new patients.	X			
5. Files charts at intervals during the day and finishes filing of charts by the end of the day.	X			
6. Registers the date of professional service on the patient's chart.		X		
7. Records information in patient files: a. diagnosis b. x-ray reports c. lab reports d. operative reports e. medication/prescriptions f. history	X	X		

ER AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
ADDITIONS AS TRAINING REQUIRES				
Receptionist Duties:				
1. Greets patients and visitors.	X			
2. Schedules appointments.	X			
3. Keeps appointment book up to date.	X			
ADDITIONS AS TRAINING REQUIRES				
Telephone Duties:				
1. Answers telephone.	X			
2. Routes calls for immediate medical aid to nurse or doctor	X			
3. Uses telephone:	X			
a. Obtain result of tests.				
b. Schedule tests or treatments.				
c. Arrange hospital admittance.				
d. Dispatch medical information to hospital or insurance companies.				

EXPERIENCES AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB EVALUATION	INDIVIDUAL RELATED INSTRUCTION
ADDITIONS AS TRAINING REQUIRES				
Mail Handling:				
1. Opens, sorts, and distributes incoming mail.		X		
2. Feeds outgoing mail through postage machine.	X			
3. Purchases additional postage as needed.		X		
ADDITIONS AS TRAINING REQUIRES				
Housekeeping Duties:				
1. Straightens waiting room.	X			
2. Straightens doctors' desks.	X			
3. Dusts work area and arranges materials conveniently.	X	X		
ADDITIONS AS TRAINING REQURIES				

STEP-BY-STEP TRAINING PLAN*

Clerk-Stenographer
Social Studies Division
Office of Demonstration Project for the Gifted

A. Title of Job: Clerk-Stenographer

B. Job Description: Perform secretarial duties for the three staff members. Duties include taking dictation, transcribing, typewriting, duplicating, assembling, filing, ordering supplies and materials, assisting institute participants, answering the telephone, and doing other tasks requested by employers.

C. Career Objective: Executive Secretary

D. Areas of Experience and Training:

1. Taking Dictation and Transcribing
2. Typewriting
3. Duplicating
4. Assembling
5. Filing
6. Ordering Supplies and Materials
7. Assisting Institute Participants
8. Using the Telephone
9. Public Relations
10. Office Production Techniques

E. Detail of Areas of Experience and Training:

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
1. Taking Dictation and Transcribing		
a. Learn to take dictation rapidly	x	x
b. Learn to transcribe shorthand notes rapidly	x	x
c. Learn to operate and transcribe from Recordall briefcase tape recorder		x
d. Develop ability to produce accurate copy consistently	x	x
e. Study the files for samples of previous correspondence and other transcripts		x
2. Typewriting		
a. Develop accuracy at a rapid rate	x	x
b. Learn to use IBM Executive typewriter skillfully	x	x
c. Learn to type attractive letters	x	x
d. Learn to type class transcripts		x
e. Learn to type texts		x
f. Learn to prepare attractive tabulations	x	x
g. Learn to make multiple carbons	x	x
h. Learn to correct and type from rough drafts	x	x
i. Learn to proofread accurately	x	x
j. Learn to change carbon ribbons	x	x

*Adapted from a step-by-step training plan developed by Writesman Long at the University of Illinois in analyzing his training experiences in the position described.

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
3. Duplication		
a. Learn to cut stencils properly	x	x
b. Learn to use styli and lettering guides	x	x
c. Learn to use Gestetner silk-screen process duplicator	x	x
d. Learn to store stencils properly	x	x
e. Learn to prepare Ditto masters	x	x
f. Learn to use Ditto spirit-process duplicator	x	x
4. Assembling		
a. Learn to swiftly assemble papers manually	x	x
b. Learn to use electric collator		x
c. Learn to use electric jogger		x
d. Learn to use manual stapler	x	x
e. Learn to use electric stapler		x
5. Filing		
a. Learn to file alphabetically	x	x
b. Learn to prepare file folders	x	x
c. Learn to code and file stencils		x
d. Learn to code and file tapes		x
e. Become familiar with office files		x
f. Learn to retrieve materials from office files quickly		x
g. Form the habit of making and keeping an extra copy of everything prepared	x	x
h. Attempt to discover ways to improve office filing system		x
6. Ordering Supplies and Materials		
a. Become familiar with supplies used in office		x
b. Observe need for replenishing supplies		x
c. Learn to prepare supplies requisitions		x
d. Learn to store supplies correctly		x
e. Learn to order books		x
f. Learn to order films		x
7. Assisting Institute Participants		
a. Learn to schedule appointments		x
b. Become familiar with location of various campus offices		x
c. Learn to direct people to proper locations on campus		x
d. Learn to give assistance in library usage		x
e. Learn to instruct participants in correct format for materials being prepared		x
8. Using the Telephone		
a. Learn to answer the telephone courteously	x	x
b. Learn to take and record messages	x	x
c. Learn proper technique for making internal and external calls from campus phones		x
d. Learn to use staff directory		x
e. Learn proper procedure for W.A.T.S. calls		x
f. Learn to secure information via the telephone		x

Planned Learning Outcomes	Training and Experience In Class	Training and Experience On the Job
9. Public Relations		
a. Learn to deal with people courteously at all times	x	x
b. Learn to cooperate with workers in other offices		x
c. Learn to furnish requested information		x
d. Learn to supply needed materials		x
10. Office Production Techniques		
a. Learn to handle materials efficiently	x	x
b. Learn to organize work according to its immediacy of need		x
c. Learn to work under pressure of time deadlines without becoming disturbed	x	x
d. Learn to perform a variety of office tasks in a swift, yet unhurried, manner		x
e. Form the habit of verifying the accuracy of all work produced	x	x

Specific References:

1. Reigner, Charles G. English for Business Use. 2nd Edition, H. M. Rowe Company, 1951.
2. Carnegie, Dale. How to Win Friends and Influence People. Simon and Schuster, 1949.
3. The Secretary's Handbook. 7th Edition Macmillan Company, 1949.

Project: Preparation of an office manual for a beginning employee.

Career Objective References and Activities:

1. Today's Secretary--regular reading of each issue.
2. Business Week or Newsweek or Changing Times--regular reading of selected articles on business conditions and developments in office procedures and technology.
3. Attend local professional association meetings.
4. Investigate possibility of further formal and informal education in the executive secretarial field.

APPENDIX E

OUTLINE FOR RELATED INSTRUCTION

SUGGESTED OUTLINE FOR RELATED INSTRUCTION COURSE

I. Introduction to cooperative vocational education
   - A. Purpose of the course
   - B. College work schedules
     1. Time released from school
     2. Work hours
     3. Holiday and vacation schedules
   - C. College credit and grading
   - D. Rates of pay
   - E. Work permits
   - F. Payroll deductions
     1. Unemployment insurance
     2. Social security
   - G. Workmen's compensation insurance
   - H. Accident insurance

II. Job application
   - A. Preparation for interview with prospective employer
     1. The application form
     2. The letter of application
     3. The personal data sheet
   - B. The interview
     1. Appearance
        a. Dress
        b. Grooming
     2. Approach and attitude
     3. Presentation of personal data sheet to prospective employer
     4. Responses to employers' questions
     5. Information to obtain from employer concerning job

III. A. Choice of an occupation
     1. Duties and responsibilities involved in various professions, trades, businesses, etc.
     2. Qualifications and education necessary for various occupations
   - B. Local opportunities in various occupations
   - C. Opportunities for employment for the student while still in school

IV. Human relations
   - A. With persons on the job
     1. Employer
     2. Immediate supervisor
     3. Fellow employees
   - B. With customers or any individuals with whom student comes in contact as part of the job.

V. Conduct on the job
   A. Promptness
   B. Ability to follow directions
   C. Initiative
   D. Responsibility
   E. "Housekeeping"
   F. Efficiency
   G. Attitude toward work

VI. Appearance on the job
   A. Dress
      1. Appropriateness
      2. Safety
   B. Grooming
   C. Personal hygiene
      1. Cleanliness
      2. Health

VII. Personality development
   A. Definition of personality
   B. Emotional maturity
   C. Self-confidence
   D. Self-appraisal
   E. Adjustment to the job
   F. Voice
      1. Diction
      2. Vocabulary
      3. Grammar

VIII. Personal finances
   A. The value and use of money
   B. Budgets
   C. Savings accounts
   D. Income tax
   E. Arithmetic review

APPENDIX F

EVALUATION FORMS

COOPERATIVE VOCATIONAL EDUCATION
VOC-TECH EDUCATION
LEEWARD COMMUNITY COLLEGE

TRAINEE RATING SHEET

Trainee _____ Employer _____

Instructions to Employer: Read each line carefully. Above each description place a check mark over the phrase which describes this trainee most accurately. If you think the individual is half way between two descriptions, make your mark about half way between them on that line. Any additional comments you wish to make will be helpful. Information will be utilized by the coordinator for the guidance of the student.

RELIABILITY

Cannot be depended on; requires constant supervision.	Must be reminded of duties; must be carefully supervised.	Satisfactorily performs all assigned duties; requires average supervision.	Is a good dependable worker; requires little supervision.	Is completely reliable and able to carry on without supervision.

Comments: _____

PERSONAL APPEARANCE

Appears slovenly and unkempt.	Often neglects to take care of his personal appearance.	Has an acceptable appearance; could make some improvement.	Usually is very careful of his appearance.	Always presents an appropriate well-groomed appearance.

Comments: _____

PERSONALITY

Makes a poor impression on others; is inconsiderate.	Inclined to be indifferent.	Is polite and friendly when approached by others.	Practices courtesy in dealing with others; is always cheerful.	Makes a favorable impression on all he contacts.

Comments: _____

COOPERATION

Is hostile towards others; does not behave as member of a group.	Is a "lone wolf"; works alone and shuns others.	Gives no trouble; cooperates when asked but does not volunteer.	Willing to cooperate.	Always very cooperative; has the knack of helping others.

Comments: _____

TRAINEE RATING SHEET (continued)

ATTITUDE TOWARD WORK

Seems to resent the work; has no desire to learn.	Is willing to work but shows no interest or enthusiasm in his job.	Seems to enjoy his work; but is willing to "stand still" and not advance.	Shows interest in his work and has a desire to learn.	Takes a keen interest in the work and often takes the initiative to learn.

Comments: _____

JOB SKILLS

Has a definite lack of skills and knowledge.	Has a limited knowledge; is lacking in some essentials.	Has an acceptable knowledge of routine and skills.	Has an above average grasp of the essential skills.	Possesses all of the essential skills and knowledge.

Comments: _____

WORK HABITS

Has to be told several times before doing work.	Has poor work habits and is at time neglectful.	Does what he is told but sees no more to do.	Does more than is required and works efficiently.	Works rapidly and efficiently and resourceful and finds extra things to do.

Comments: _____

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ATTENDANCE

Regular ☐ Irregular ☐

Comments: _____

PUNCTUALITY

Regular ☐ Irregular ☐

Comments: _____

OVERALL RATING

Poor	Marginal	Average	Very Good	Excellent

Signed _____
(Employer-Trainer)

Date _____

EMPLOYER'S RATING OF WORK PERFORMANCE
Cooperative Vocational Education Program

Student's Name _____ Office _____

Employer _____ Date _____

Company _____ From _____ to _____

Your constructive criticism enables us to provide better instructional training. Please evaluate the following traits of the above-named student by circling: (0) unsatisfactory; (1) poor; (2) good; or (3) excellent

Personal traits		Skill in	
Grooming	0 1 2 3	Typing	0 1 2 3
Suitability of dress	0 1 2 3	Shorthand	0 1 2 3
Personal hygiene	0 1 2 3	Transcription	0 1 2 3
Deportment	0 1 2 3	Filing	0 1 2 3
Speech	0 1 2 3	Grammar	0 1 2 3
Interest in work	0 1 2 3	Mathematics	0 1 2 3
Cooperation	0 1 2 3	Spelling	0 1 2 3
Initiative	0 1 2 3	Punctuation and capitalization	0 1 2 3
Adaptability	0 1 2 3		
Ambition	0 1 2 3	Proofreading	0 1 2 3
Tact	0 1 2 3	Office machines	0 1 2 3
Ability to		**Business techniques**	
Understand instructions	0 1 2 3	Meeting people	0 1 2 3
		Use of telephone	0 1 2 3
Follow directions	0 1 2 3	Use of sources of information	0 1 2 3
Attend to details	0 1 2 3		
Keep on the job	0 1 2 3	Use of supplies	0 1 2 3
Take criticism	0 1 2 3	Office housekeeping	0 1 2 3

General rating of student (please circle one): 0 1 2 3

Please list any points that should be emphasized in the student's training:

1. _____

2. _____

3. _____

Do you wish the student to see this report? Yes____ No____

_____
(Employer's signature)

HAWAII COMMUNITY COLLEGE

1175 MANONO STREET
HILO, HAWAII 96720

EMPLOYER'S EVALUATION OF COOPERATIVE STUDENT

Information, as checked in the spaces below, will assist the Institute in its appraisal of the cooperative work of

_____ Course _____
(Name)

for the work period indicated _____

Employer _____

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

RELATIONS WITH OTHERS
- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

ATTITUDE—APPLICATION TO WORK
- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

JUDGMENT
- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses poor judgment

DEPENDABILITY
- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

ABILITY TO LEARN
- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

QUALITY OF WORK
- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

ATTENDANCE: ☐ Regular ☐ Irregular PUNCTUALITY: ☐ Regular ☐ Irregular

OVER-ALL PERFORMANCE: Outstanding Very Good Average Marginal Unsatisfactory

What traits may help or hinder the student's advancement?

Additional Remarks (over if necessary):

This report has been discussed with student? Yes No

Rated by _____ _____
(Immediate Supervisor) (Title)

Date

COOPERATIVE VOCATIONAL EDUCATION PROGRAM
HAWAII COMMUNITY COLLEGE

PROGRAM EVALUATION BY CVEP STUDENT

Dear CVEP Student:

Now that your college education is almost finished, I would appreciate your typing the answers to the following questions to assist in an evaluation of our on-going program.

CVEP Teacher- Coordinator

1. _____
   Last Name First Middle

2. **Cooperating firm/employer:**

3. **List the specific duties which you performed at work. Place an asterisk(*) before those in which you excelled. Underscore those NOT learned in school Encircle those for which you feel you should have received additional school training before you started your job:**

4. **List areas in which your school instruction should be updated:**

5. **Do you feel you would have been better qualified for your job if certain subjects had been offered to you earlier in your school curriculum? Yes____ No____. If so, please specify:**

6. **From the standpoint of VOCATIONAL PREPARATION, do you think that on-the-job training was more beneficial to you than attending additional classes would have been? Yes____ No____. Why?**

7. Do you feel you had adequate job orientation prior to starting your supervised work experience? Yes____ No____. If not, please make suggestions:

8. Do you think that your cooperating firm took advantage of you as a student-trainee? Yes____ No____. If so, explain:

9. Do you feel your firm supervisor was conscientious in his effort to supplement your school training? Yes____ No____. Elaborate:

10. Do you believe that you have improved in your ability to work with people? Yes____ No____. Comment:

11. Did any problems arise at your work station which might have been prevented by previous school instruction? Yes____No____. If so, give details:

12. Did your work experience enrich your knowledge of business? Yes____ No____. Please Explain:

13. Did your part-time employment develop your confidence in your ability? Yes____No____. Comment:

14. Would you reccomend participation in the CVEP Program to underclassmen? Yes____ No____. Why?

15. Has your cooperating employer offered you full-time employment upon graduation? Yes____No____. If so, are you accepting it? Yes____ No____. What will be your starting salary? $

16. If he has <u>not</u> offered you a position, please comment:

17. If you are <u>not</u> accepting his offered position, please comment:

18. If you are not continuing to work in this firm, what are your immediate plans?

19. Did your cooperative job help you to decide which phase of work you prefer for your career? Yes____ No____. Explain:

20. Did you think your participation in school activities was adequate while you were working? Yes____ No____. Comment:

21. Can you suggest improvements for a more effective dovetailing of work experience and the job-related course? Yes____ No____. Give details:

22. In an effort to help us improve the CVEP Program for future students, please feel free to make suggestions. (If additional space is needed, use the reverse side.)

DATE: SIGNATURE:

HAWAII COMMUNITY COLLEGE
UNIVERSITY OF HAWAII AT HILO

Cooperative Education

WORK REPORT: DUE AT THE END OF THE SEMESTER

Other than a job description, information as the following might be considered.

1. An observation as to how your participation in your job fitted into the overall activities of the department or organization.
2. General impressions of the employer which have registered with you.
3. As a result of your experience, have your career objectives been affected in any way?
4. Do you feel that you have gained in human relations values and in cooperating with others to attain mutual objectives?
5. Have you gained a realistic view of the work-a-day world and what it is to hold down a job?
6. Did your work experience make clearer any material which you have studied in college?
7. Did you gain any self-confidence in seeking and successfully carrying out a job?
8. Were you able to gain any insight into the methods and problems of management?
9. Were you able to benefit by association with older and more mature individuals while working?
10. Other comments or recommendations.

TERM PAPER DUE BY_____

_____

Tom T. Yamane, Coordinator

APPENDIX G

CERTIFICATE OF APPRECIATION

Leeward Community College

Certificate of Appreciation

Cooperative Employer

As an expression of appreciation for services rendered to LEEWARD COMMUNITY COLLEGE, UNIVERSITY OF HAWAII, we hereby present this certificate.

Dated on this ..... Day

of ....., 19.....

.....
Provost

.....
Associate Dean, Vocational Technical Education

APPENDIX H

GRADUATE FOLLOW-UP FORMS

Dear

Our college is conducting a follow-up study of cooperative vocational education program graduates. We are interested in obtaining information about the type of work you are doing now, types of jobs you have held, other schools and colleges you may have attended, how the cooperative vocational education program has helped you, and how you feel the program could be improved.

Will you assist us by filling out and returning the enclosed questionnaire? The greater the number of responses, the greater the value of this survey. Your name will not be used in connection with your answers. The information furnished by you and other graduates of the program will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, just omit them.

You can answer most of the questions very quickly by means of a check mark or a few words. However, if you have further comments or suggestions regarding the program, we would be glad to have you write them on the back of the questionnaire.

An immediate reply would be greatly appreciated.

Thank you.

Sincerely,

Enc.

Cooperative Vocational Education
Graduate Follow-Up Questionnaire

In answer to any question, please feel free to give additional information on the back of the questionnaire.

Name _____ Female _____ Male _____

If Mrs., give maiden name _____

Address _____

Year graduated _____

What are you now doing? (Check one or more)

1. _____ Working for pay, full-time
2. _____ Working for pay, part-time
3. _____ In school, full-time
4. _____ In school, part-time
5. _____ In business for self
6. _____ Housewife
7. _____ In armed forces
8. _____ Not working but looking for a job
9. _____ Not working and not looking for a job
10. _____ Other _____

Please describe three jobs you have held since leaving school. List the latest one held first:

Firm _____ Months employed _____

Kind or type of employment _____

Title/major duties _____

_____

Firm _____ Months employed _____

Kind or type of employment _____

Title/major duties _____

_____

Firm _____ Months employed _____

Kind or type of employment _____

Title/major duties _____

_____

APPENDIX I

OTHER RELATED FORMS

Last Name | First Name | Initial | Phone Number | Age | Date of Birth | Date of Application

Address | City | Zip | Social Security No.

Marital Status: ( ) Married ( ) Single

Sex: ( ) Male ( ) Female

U.S. Citizen: ( ) Yes ( ) No

( ) Veteran
( ) Non-veteran
( ) Exempt
Draft Classification: _____

Ethnic Origin:
( ) Caucasian
( ) Negro
( ) Oriental
( ) Hawaiian
( ) Other _____

Transportation:
Auto: ( ) Yes ( ) No
Driver's lic.: ( ) Yes ( ) No

Preferred Work Area:
( ) Hilo
( ) Honokaa
( ) Kohala
( ) Kona
( ) Other _____

High School Grad.? _____ Year

College Major: _____ Currently enrolled in _____ units during Fall( ) Spring( ) Summer ( ) semester.

Best Subjects: _____ Hobbies: _____ Special Skills: _____

PAST WORK EXPERIENCE:

Company	Address	Dates of Employment	Like It? Yes	No	Duties

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SENT FOR INTERVIEW:

Date	Company	Address	Type Work	Co-op Ed Yes	No	Supervisor	Duties	Em Yes

Comments: See rever

COOPERATIVE VOCATIONAL EDUCATION ROSTER

Hawaii Community College

SEMESTER _____ YEAR _____

Phone No.	Coop Number	NAME	Station	Supervisor
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
23				
24				

TIME SHEET

_____
Student's Name

UNIVERSITY OF CALIF.
LOS ANGELES
MAR 1 1 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES

_____
Company Name

MONTH COVERED_____

DAY	HOURS WORKED	DAY	HOURS WORKED
1	_____	16	_____
2	_____	17	_____
3	_____	18	_____
4	_____	19	_____
5	_____	20	_____
6	_____	21	_____
7	_____	22	_____
8	_____	23	_____
9	_____	24	_____
10	_____	25	_____
11	_____	26	_____
12	_____	27	_____
13	_____	28	_____
14	_____	29	_____
15	_____	30	_____
		31	_____

TOTAL HOURS WORKED_____

The above hours are a true and accurate accounting of the time I worked.

_____ _____
Student's Signature Date

Verified by_____
Supervisor's Signature

This form is due 5 days after the end of the month.